

Student Name _____

Teacher Name _____

School _____

System _____



ENGLISH II

Practice Test

Tennessee End of Course Assessment

**English II
Form 1**

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PEARSON

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Introduction to English II

Content of tests

The testing program titled the *Tennessee End of Course Assessment* was established to meet the Tennessee mandate for end of course assessments in Tennessee secondary schools. These tests measure the Tennessee State Performance Indicators. Subject areas covered by the end of course assessments include Mathematics, Language Arts, History, and Science.

Test development

For the *Tennessee End of Course Assessment*, professional item writers experienced in each of the content areas researched and wrote the items. Professional editors and test developers carefully reviewed all items and test directions for content and accuracy. To provide a large pool of items for final test selection, the test developers created approximately 50% more items as were needed in the final editions of the tests.

After items were field tested, student responses were analyzed. Professional content editors and researchers carefully reviewed items, their data, and test directions for content, suitability, and accuracy before including items and test directions in operational tests.

Test administration

Tennessee End of Course Assessments are given to students as they are completing courses that are included in the program. Tests may be given midyear for block schedules or at the end of the school year.

This test contains 65 multiple-choice questions.

You will have ample time to read and answer each of the questions. The English II test has been designed to be administered in one session and is not timed. The first 15 minutes are set aside to complete identifying data on the answer sheet.

Tips for Taking the Test

Preparing for the test

- Take this Practice Test several times
- Review the Tennessee End of Course Item Sampler for English II located at http://tennessee.gov/education/assessment/sec_samplers.shtml on the Tennessee Department of Education Web site.
- Become familiar with the correct way to mark answers on the answer sheet. There is a sample answer sheet in this Practice Test.

Before the test

- Get a good night's sleep. To do your best, you need to be rested.

During the test

- Relax. It is normal to be somewhat nervous before the test. Try to relax and not worry.
- Listen. Listen to and read the test directions carefully. Ask for an explanation of the directions if you do not understand them.
- Plan your time. Do not spend too much time on any one question. If a question seems to take too long, skip it and return to it later. First answer all questions that you are sure about.
- Think. If you are not sure how to answer a question, read it again and try your best to answer the question. Rule out answer choices that you know are incorrect and choose from those that remain.

Answer Sheet for the Practice Test

1 (A) (B) (C) (D)	14 (A) (B) (C) (D)	27 (A) (B) (C) (D)	40 (A) (B) (C) (D)	53 (A) (B) (C) (D)
2 (A) (B) (C) (D)	15 (A) (B) (C) (D)	28 (A) (B) (C) (D)	41 (A) (B) (C) (D)	54 (A) (B) (C) (D)
3 (A) (B) (C) (D)	16 (A) (B) (C) (D)	29 (A) (B) (C) (D)	42 (A) (B) (C) (D)	55 (A) (B) (C) (D)
4 (A) (B) (C) (D)	17 (A) (B) (C) (D)	30 (A) (B) (C) (D)	43 (A) (B) (C) (D)	56 (A) (B) (C) (D)
5 (A) (B) (C) (D)	18 (A) (B) (C) (D)	31 (A) (B) (C) (D)	44 (A) (B) (C) (D)	57 (A) (B) (C) (D)
6 (A) (B) (C) (D)	19 (A) (B) (C) (D)	32 (A) (B) (C) (D)	45 (A) (B) (C) (D)	58 (A) (B) (C) (D)
7 (A) (B) (C) (D)	20 (A) (B) (C) (D)	33 (A) (B) (C) (D)	46 (A) (B) (C) (D)	59 (A) (B) (C) (D)
8 (A) (B) (C) (D)	21 (A) (B) (C) (D)	34 (A) (B) (C) (D)	47 (A) (B) (C) (D)	60 (A) (B) (C) (D)
9 (A) (B) (C) (D)	22 (A) (B) (C) (D)	35 (A) (B) (C) (D)	48 (A) (B) (C) (D)	61 (A) (B) (C) (D)
10 (A) (B) (C) (D)	23 (A) (B) (C) (D)	36 (A) (B) (C) (D)	49 (A) (B) (C) (D)	62 (A) (B) (C) (D)
11 (A) (B) (C) (D)	24 (A) (B) (C) (D)	37 (A) (B) (C) (D)	50 (A) (B) (C) (D)	63 (A) (B) (C) (D)
12 (A) (B) (C) (D)	25 (A) (B) (C) (D)	38 (A) (B) (C) (D)	51 (A) (B) (C) (D)	64 (A) (B) (C) (D)
13 (A) (B) (C) (D)	26 (A) (B) (C) (D)	39 (A) (B) (C) (D)	52 (A) (B) (C) (D)	65 (A) (B) (C) (D)

Directions for Taking the Practice Test

In this Practice Test, you will answer different types of English questions. You may write in the open spaces in this book to work the problems, but remember to fill in the circle on your answer sheet that goes with the answer you choose for each question. Fill in the circle completely and make your mark heavy and dark. If you want to change an answer, erase the mark you made and make a new mark.

You may turn back to look at the passages as many times as you wish.

You will do the items in this Practice Test by yourself. Remember to read all the directions carefully. When you have finished, you may check for answers.

On your answer sheet, find Number 1. Mark your answers beginning with Number 1.

You may begin. Stop when you have finished the test.

At the end of the Practice Test, make sure that all your marks are heavy and dark and that you have completely erased any marks that you do not want.

Turn to Page 82 and locate the Answer Key. Check your answers and review those items that you marked incorrectly.

Read the memoir and answer questions 1 through 8.

It All Pays Off in the End

The rich scent of freshly cut grass sneaks in my open window and invades my nose. The distinctive smell sends my mind years back to my first job. I learned so much that summer.

My face sandwiched between two pillows brings perfect comfort to my aching body. But, at 5:05 a.m., the sadistic alarm clock dares to disrupt my slumber as it does every morning. I grunt and lurch forward to slam my hand on the off button. My stiff lower back and shoulders throb. My bed feels so good. I want to stay here forever. I keep my eyelids closed though I am awake, thinking, “Why can’t I be like everyone else?” All my friends complain if their mothers wake them up before noon, yet here I am before dawn trying to summon the strength to open my eyes so I can get to work on time.

I stagger over to a pile of clothes and find a somewhat clean pair of khaki shorts and a green shirt with “Kent Golf Club Staff” embroidered on the chest. Shaking my head with disdain, I pull the shirt on. It’s not even worth showering before work; I will be saturated in sweat and covered in lawn clippings within an hour.

Chocolate milk and a banana suffice as breakfast. I mount my bike and pedal heavily through the already humid morning air. Even though I can see the fenced-in golf course from my backyard, the cruel arrangement of streets and the fence force me to circumnavigate the course to get to the entrance each day. Already sore from crouching for hours yesterday while I planted marigolds around the club, my leg muscles scream for mercy when I ascend the steep street leading to the golf course. In my mind, I foolishly liken myself to Lance

Armstrong powering up the mountains in the *Tour de France*. Instead of heading for the clubhouse where golfers will soon enjoy leisure-filled time with friends, I veer toward the less attractive brick building that houses the groundskeeping crew.

The sunrise shines pleasantly on the quiet green landscape as I stroll out of the groundskeepers' office to start my routine. The serenity of the moment dies quickly with the loud roar of every assortment of lawn mower firing up at once. I take my push mower to my assigned section and manicure the grass around the tee. I need a surprising amount of concentration to steady the jarring mower along its path. I grumble under my breath each time I notice an error in my cutting. To avoid a lecture from my boss, I carefully retrace my steps to trim the missed tufts of grass. Apparently, golfers prefer to hit their little white spheres off uniformly smooth grass.

At break time, most of the groundskeeping crew head for the shady trees near the parking lot. Although thankful for the chance to rest, no one hesitates to gripe about the hardships of the job. Complaints volley around about lack of sleep, sunburned necks, and clogged sprinklers. Eventually, the topic moves to baseball and weekend plans. Sharing these moments builds a true spirit of friendship. Laughter and high fives usually end our break sessions.

The second half of the workday is even more brutal than the first in some ways. I complete more arduous tasks like trimming branches from low-hanging trees in the afternoon while the sun blazes at its full height. However, today seems more tolerable, especially because today is Friday and a payday.

My exhausted legs rejuvenate a bit as I approach my boss' desk. He hands me a thin, plain envelope with my name on it. It is anything but ordinary to me. Not only does it contain two weeks' worth of hard-earned wages, but it also holds dignity and dreams. Each time I get paid, I go up to my room, close the

door, and stare at the check. Of course, I already know the amount because I calculate my hours each night, but somehow the dollar value and my name on the check amaze me. I pump my fists as if I just won the money in a contest, not earned it.

My buddies who spend their mornings nestled in bed repeatedly compliment the new shoes I splurged on a few weeks ago. I am not frivolous when it comes to spending. Soon the misery of morning after dreadful morning of work will translate to pure joy. I will spend my saved money to buy a used car from my neighbor. The thought exhilarates me. I envision the open road ahead and all the freedom that will come with it. Perhaps the best part of owning that car will be the extra eleven minutes of sleep I will enjoy when I drive to work.

1. One of the author's purposes for writing this memoir was to describe his summer job experience. Which sentence from the memoir best illustrates that purpose?

- A** Apparently, golfers prefer to hit their little white spheres off uniformly smooth grass.
- B** My exhausted legs rejuvenate a bit as I approach my boss' desk.
- C** I am not frivolous when it comes to spending.
- D** I will spend my saved money to buy a used car from my neighbor.

2. How does the point of view in the memoir enhance the reader's understanding?

- A** The reader experiences the sensory details of the setting along with the main character.
- B** The reader learns why the main character is sorry he took the summer job.
- C** The reader understands the main character's conflict with his friends.
- D** The reader gains valuable insight about the sport of golf.

3. The author reveals the main character through

- A** the character's attitude toward his friends.
- B** his friends' comments about him.
- C** the character's description of himself.
- D** his fellow workers' actions toward him.

4. Read this sentence from the memoir.

All my friends complain if their mothers wake them up before noon, yet here I am before dawn trying to summon the strength to open my eyes so I can get to work on time.

Based on the sentence, the reader can infer that the narrator

- A** understands his friends' family situations.
- B** wants to improve his friendships.
- C** envies parts of his friends' lives.
- D** likes waking up early.

5. The setting of the memoir impacts the main character because he

- A** learns to love the outdoors from his job at the golf course.
- B** changes his career plans because of his fellow workers at the golf course.
- C** discovers employers can be difficult to please through his job at the golf course.
- D** develops maturity and self-confidence from meeting the demands of his job at the golf course.

6. Read this sentence from the memoir.

Soon the misery of morning after
dreadful morning of work will translate
to pure joy.

**Which literary element is used in
the sentence?**

- A** allegory
- B** flashback
- C** paradox
- D** satire

7. Which sentence from the memoir contains an allusion?

- A** I keep my eyelids closed though I am awake, thinking, "Why can't I be like everyone else?"
- B** I stagger over to a pile of clothes and find a somewhat clean pair of khaki shorts and a green shirt with "Kent Golf Club Staff" embroidered on the chest.
- C** In my mind, I foolishly liken myself to Lance Armstrong powering up the mountains in the *Tour de France*.
- D** I envision the open road ahead and all the freedom that will come with it.

8. Read this sentence from the memoir.

The serenity of the moment dies quickly with the loud roar of every assortment of lawn mower firing up at once.

Which word is the most precise replacement for the underlined word to provide clarity in the sentence?

- A** bothersome
- B** thunderous
- C** judicious
- D** droning

Read the draft of a research report and answer questions 9 through 14. The report may contain errors.

Teen Heroes

- 1** What do you think of when you hear the word “hero”? Superman^(TM)? Spider-man^(SM)? Perhaps you think of a real, live hero, such as a member of our nation’s military or your town’s police or firefighters. It may not have occurred to you that a teen can be a hero. Here are some teens who are heroes to people they have never even met.

Ellie Ambrose

- 2** In 2004, ten-year-old Ellie Ambrose of Nashville, Tennessee, heard a presentation about the children living in Kibera, Kenya. She learned that makeshift housing, poor conditions, and disease made life in Kibera difficult, especially for children. Kibera had no schools, and, even if it did, families could not afford uniforms, books, or shoes their children would need in order to attend. Ellie decided to make a difference. She had the idea to organize a 5K race and a carnival to raise money for the children of Kibera. She organized a team of volunteers to host the first Ellie’s Run for Africa in September 2004. That first run raised more than \$18,000. Ellie has continued to oversee Ellie’s Run for Africa ever since. Over the years, the run has raised more than \$300,000 to help build two Kiberan schools and pay the school expenses for about 400 Kiberan students. Now eighteen, Ellie Ambrose is a true hero.

Joshua Guthrie

- 3 Eighteen-year-old Milan, Tennessee, resident Joshua Guthrie organized video game tournaments, bake sales, and a Web site to help raise funds for the nonprofit organization he founded, A Dollar for a Drink (DfaD). The goal of the organization is to encourage people to donate one dollar each to provide fresh water in regions of the world where it is scarce. DfaD provides the funds a global relief organization digs the wells. In 2008, Guthrie raised approximately \$8,000, about enough to dig one well in one of the most drought-ridden areas of the world, the Darfur region of Sudan. Before the well, people in the area had to walk four to six hours to get drinking water. In its third year, the organization aims to raise \$50,000, enough for several wells in Sudan and Mozambique, as well as for water filters in Kenya. If the definition of hero includes helping others, Joshua Guthrie is a world-class hero.

University of Tennessee Students

- 4 In 2010, members of a University of Tennessee student nonprofit group mixed their love for fashion and fun with a desire to help students in Haiti. Haiti is the poorest country in the Western Hemisphere and the site of a devastating earthquake in January of 2010. Give Haiti Hope members held a sale of over 600 donated used prom dresses at a local high school. All proceeds of the sale benefited a school in Haiti. The organizations volunteers publicized the sale online and by word of mouth. They received donated dresses from as far away as New York and California. A local dry cleaner donated its cleaning services before the sale. Buyers at the sale

happily shopped for prom dresses at greatly reduced prices. In 2011, the organization's second annual Fierce and Fancy Formal sale sold over 700 dresses. All funds went to help the town of Boucan-Carre, Haiti. These UT students are heroes to the people of that town.

- 5 A hero may be known for courage or for accomplishing superhuman tasks. A hero may be someone who makes a great sacrifice to achieve a noble purpose. On the other hand, some heroes might be Tennessee teens who give time and effort for important causes.

SupermanTM is a registered Trademark owned by Warner Communications, Inc. Spider-manSM is a standard Character Mark owned by Marvel Characters, Inc.

9. Which sentence from the report contains an error in verb formation?

- A It may not have occurred to you that a teen can be a hero.
- B She learned that makeshift housing, poor conditions, and disease made life in Kibera difficult, especially for children.
- C Before the well, people in the area had to walk four to six hours to get drinking water.
- D Give Haiti Hope members holded a sale of over 600 donated used prom dresses at a local high school.

10. Read this sentence.

DfaD provides the funds a global relief organization digs the wells.

How should the underlined part be revised to correct the run-on?

- A** funds, a
- B** funds; a
- C** funds. So a
- D** funds, and so a

11. Read this sentence.

The organizations volunteers publicized the sale online and by word of mouth.

Which revision, if any, is needed to correct the underlined part of the sentence?

- A** organizations' volunteers
- B** organization's volunteers
- C** organizations volunteers'
- D** no change

12. Read this excerpt from the draft research report.

She organized a team of volunteers to host the first Ellie's Run for Africa in September 2004. That first run raised more than \$18,000. Ellie has continued to oversee Ellie's Run for Africa ever since.

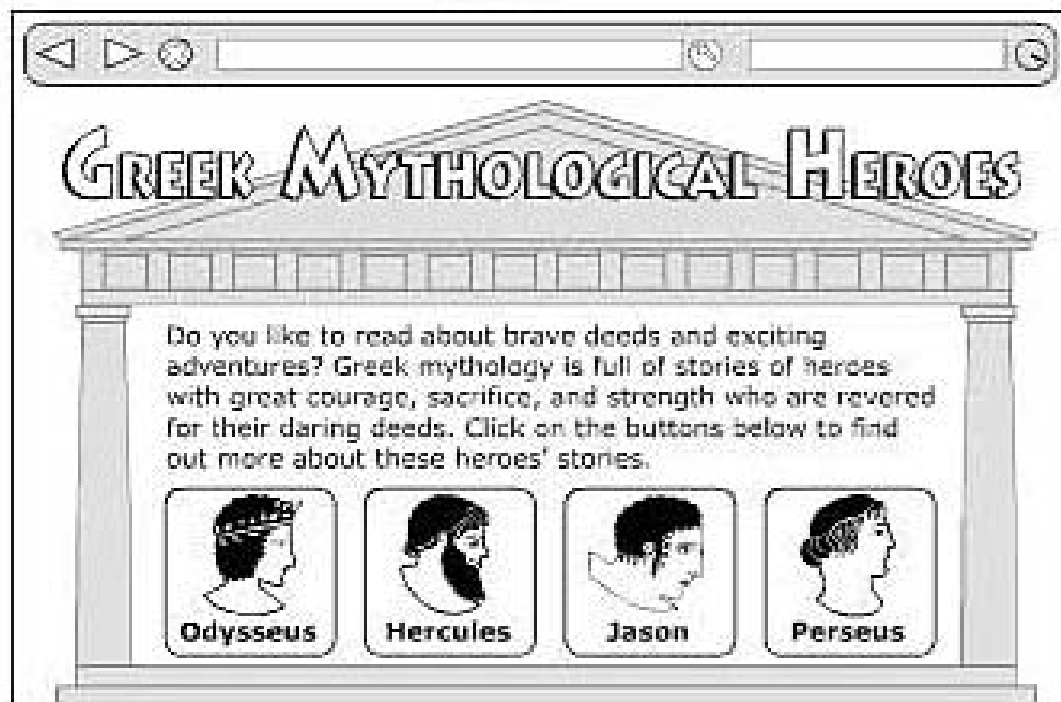
Which option best combines the sentences in the excerpt?

- A** In September 2004, she organized a team of volunteers to host the first Ellie's Run for Africa which raised more than \$18,000, and she has continued to oversee the run ever since.
- B** In September 2004, the first Ellie's Run for Africa, which was hosted by a team of volunteers that Ellie organized and has continued to oversee ever since, raised more than \$18,000.
- C** Raising more than \$18,000, the first Ellie's Run for Africa in September 2004 was hosted by a team of volunteers organized by Ellie, who has continued to oversee it ever since.
- D** The first Ellie's Run for Africa in September 2004, hosted by a team of volunteers organized by Ellie and overseen by her ever since, raised more than \$18,000.

13. The writer wants to add information about another organization that provides clean water for people in Africa. Which Web site would provide the most valid information about the topic?

- A** www.cleanwater.edu
- B** www.africanpeople.net
- C** www.waterforalltheworld.org
- D** www.theafricancontinent.gov

14. Read this Web page.



Which statement from the report suggests an opposing viewpoint from those stated on the Web page?

- A** Perhaps you think of a real, live hero, such as a member of our nation's military or your town's police or firefighters.
- B** A hero may be known for courage or for accomplishing superhuman tasks.
- C** A hero may be someone who makes a great sacrifice to achieve a noble purpose.
- D** On the other hand, some heroes might be Tennessee teens who give time and effort for important causes.

15. Which sentence contains correct pronoun usage?

- A Tracy has always been able to run faster and jump higher than me and Todd.
- B The coaches and parent volunteers ate more pizza at the party than us and the other team combined.
- C Jen surprised the rest of the class by checking out more library books than them.
- D Sonya wanted to find a shortcut because last time, many of the volunteers reached the park earlier than she.

16. **Read the sentence.**

The state senate voted to give _____ more time to study the issue of whether to raise taxes.

Which option best completes the sentence?

- ☐ **A** itself
- ☐ **B** theirselves
- ☐ **C** themselves
- ☐ **D** himself or herself

17. Which option is a highly focused research topic?

- A** how businesses help to support schools
- B** how various bird species survive cold winters
- C** where democracy has flourished in the world
- D** why the interstate highway system was built

18. Read this paragraph.

Fast-food restaurants, long considered by some people to be enemies of children's health and well-being, are now taking steps to contribute positively to children's fitness. Many fast-food outlets have changed what they include in their kids' meals, replacing unhealthy side dishes such as french fries with apple slices or carrot sticks. Instead of sugary sodas, milk and fruit juice are now the standard beverages. Seemingly small changes can have a significant effect, so these restaurants are making an important contribution.

Which statement should be added to the paragraph to best strengthen the argument?

- A** Most fast-food restaurants that have changed their kids' meals have run television advertisements to publicize the changes.
- B** For years, fast-food restaurants have included free toys with kids' meals in order to interest children in ordering those meals.
- C** Some fast-food restaurants have added new playgrounds or improved existing ones to encourage children to engage in physical activity.
- D** Adults who in the past shared the french fries that came with children's meals are now likely to order an adult portion for themselves.

19. Look at the photo.



Which inference can be drawn from this photo?

- A** The men are preparing for a flight.
- B** The men are standing at attention.
- C** The men's families are waiting to greet them.
- D** The men have recently returned from a flight.

Read the personal essay and answer questions 20 through 25.

In Every Aspect But One

I scoffed when my mother first suggested the library job. We had stopped at the library on our way home from the grocery store to return some books when we noticed the sign.

Calling All Teens!

Do you like to read? Do you enjoy children?

**The Oakwell Library is hiring a teen reader for our summer Story Time.
See Ms. Daniels, Children's Librarian.**

"Mom, I couldn't apply," I argued. "I don't have any employment experience."

"That's not true," answered Mom. "You have been babysitting the Parker kids for three years."

"But babysitting is not a real job," I protested.

My five-year-old sister Cara greeted us at the door. Her eyebrows knitted together in a frown. "What's wrong?" I asked.

"My swimming lessons start today," she responded, her voice quivering. "What if I can't do it?"

"You can!" I said, putting my arm around her. "You just have to have a can-do attitude!"

I considered Mom's suggestion later as I cheered Cara at her swimming lesson. I decided I should try for the job. Even if I were not successful, I still would have my regular babysitting job with the Parkers.

Two days later, I sat on a miniature chair in the children's room at the library along with two other applicants for the position. One of them, Arianna Jackson, was in our school's drama club and had appeared in many school plays. When Ms. Daniels introduced the other candidate, Taylor Farr, she mentioned that he had volunteered at the library last summer and so was very familiar with the workings of the library. Oh, swell, I thought.

Fifteen children ages four to seven sprawled on the carpet, listening to Ms. Daniels introduce today's Story Time. Each candidate had selected a book to read as sort of a tryout in front of this actual audience of children. In a predetermined order, I was to read last.

Arianna had selected a fantasy story about a small train helping to pull a train that had broken down over the mountain. Children love this book because of the repetitious language and colorful illustrations, but Arianna used every ounce of her dramatic talent to make the story come alive. She virtually acted out the story, varying her voice for each of the characters and pausing in places for dramatic effect. The children were enthralled. They applauded when she finished. *Great, I thought. I might as well slip out the exit.*

Taylor had chosen a fictional story about a boy and his mother who watch horseshoe crabs scramble onto a moonlit beach to lay their eggs. The book's impressive watercolor illustrations captured the children's attention. Taylor even had brought a horseshoe crab shell to pass around after he concluded. *Why did I think I had a chance? I asked myself. Of the three candidates, I am the least qualified in every aspect—no job experience, no acting talent, not even any visual aids.*

It felt as though my sandals were cast in cement as I trudged to the front of the room. I had second thoughts about my selection, a chapter from one of the books that my sister Cara loves, but the book has few illustrations. It is not like

the picture books that the other two candidates had chosen. I asked whether any of the children had ever been afraid in a new situation, and several admitted they had. I explained that in this particular chapter, a little girl hides on the playground one morning before the start of school because her class has a substitute teacher that day and she is afraid to meet the new teacher. Somewhat unsteadily, I began to read. At first, some of the children seemed disinterested, or maybe it was that the book had no illustrations on which they could focus their attention. As I read how lonely the child felt on the deserted playground after the bell rang, however, fifteen pairs of eyes looked toward me and showed the children understood exactly how she felt. One little boy walked up and cuddled next to me. I slipped my arm around him and continued reading. At the end of the chapter, when the little girl is “rescued” by her older sister, my audience let out its collective breath. I felt somewhat relieved as I threaded my way back to my chair. At least I had not made a total fool of myself.

Actually, I got the job. In fact, all of us were hired. Ms. Daniels said she was impressed with each of our presentations. She said my presentation showed a great deal of thought and, most of all, a deep empathy for children’s feelings. Maybe I was the least qualified candidate in every aspect but one, but that one turned out to be extremely important.

20. Which sentence expresses the thesis of the essay?

- A** “What if I can’t do it?”
- B** “You just have to have a can-do attitude!”
- C** Even if I were not successful, I still would have my regular babysitting job with the Parkers.
- D** Maybe I was the least qualified candidate in every aspect but one, but that one turned out to be extremely important.

21. Read this sentence from the essay.

"Mom, I couldn't apply," I argued. "I don't have any employment experience."

In this sentence, the author's attitude can best be described as one of

- A** self-doubt.
- B** frustration.
- C** self-interest.
- D** dislike.

22. Read this excerpt from the essay.

She virtually acted out the story, varying her voice for each of the characters and pausing in places for dramatic effect. The children were enthralled. They applauded when she finished. *Great, I thought. I might as well slip out the exit.*

Which statement best reflects the author's assumption in the excerpt?

- A** Ms. Daniels would not be pleased with the story the author had selected.
- B** There was no time left for the author to read her story to the children.
- C** The author could not compete with the other girl for the library job.
- D** The author would be too nervous to accept the library job.

23. Read this sentence from the essay.

I felt as though my sandals were cast in cement as I trudged to the front of the room.

This sentence contains an example of

- A** onomatopoeia.
- B** a metaphor.
- C** a simile.
- D** personification.

24. Read this excerpt from the essay.

I felt somewhat relieved as I threaded my way back to my chair. At least I had not made a total fool of myself.

Actually, I got the job. In fact, all of us were hired. Ms. Daniels said she was impressed with each of our presentations. She said my presentation showed a great deal of thought and, most of all, a deep empathy for children's feelings.

Which type of irony, if any, is present in the excerpt?

- A** verbal
- B** dramatic
- C** situational
- D** no irony

25. Read the sign from the essay.

Calling All Teens!
Do you like to read? Do you enjoy
children?
The Oakwell Library is hiring a teen
reader for our summer Story Time.
See Ms. Daniels, Children's Librarian.

Based on the information in both the essay and the sign, which consideration was most important in the author's selection to be a teen reader?

- A** The author enjoys reading.
- B** The author is familiar with the library.
- C** The author is good with children.
- D** The author knows the children's librarian.

Read the informative essay and answer questions 26 through 33. The essay may have errors.

Battery Technology

- 1** What could be more common, or convenient, than batteries? These self-contained energy sources simply slide into and out of a flashlight or a television's remote control. Most people take these kinds of batteries for granted. Yet, we increasingly rely on more complex batteries as well: Consider the small rechargeable batteries in music players, laptop computers, and cell phones. These batteries are more advanced and, thus, more expensive. Of even greater cost and complexity are the batteries that power electric and hybrid vehicles. While all these batteries have some qualities in common, differences among them have determined their utility so far and will continue to do so in the future.
- 2** All batteries work in a similar manner, as they have since Alessandro Volta invented the first battery in 1800. A battery has two metal electrodes: an anode, which carries a negative charge, and a cathode, which has a positive charge. A material called an electrolyte connects the anode and the cathode. The battery provides power through a chemical reaction that causes its charges to run in a circle. The negative charge provides the power as it flows through something like a flashlight bulb from the anode to the cathode. Meanwhile, a positive charge flows in the opposite direction, from the cathode to the anode. The cathode pulls the negative charge away from the anode more strongly than the anode pulls the positive charge away from the cathode. The battery runs out of power when the anode runs out of

negative charge. The charges stop running in a circle, and the flashlight goes out. Recharging a battery involves applying power to restore the positive charge. Then the chemical reaction can begin again.

- 3 The same chemical principles govern all batteries. Yet all batteries are not created equal. For example, bulky D-size batteries are not suitable for small electronic devices. Throughout batteries' history, researchers have tried to reduce batteries' size and weight. Much of their bulk comes from the metals used for their electrodes. In larger batteries, the anode is often made of zinc, and the cathode is manganese dioxide. To provide more power, the zinc of the anode may be a powder rather than a solid metal piece. Powder has more surface area, which affords more opportunity for the required chemical reaction to occur. Smaller batteries, known as lithium-ion batteries employ cathodes of lithium, an extremely light (but very expensive) metal.
- 4 The consumer electronics industry has prompted the quest for smaller and lighter batteries. However, the most significant application for such batteries may be in the automobile industry. Although electric cars may seem a recent innovation, they have been around almost as long as cars have. Thomas Edison developed an early battery-powered car in 1899. He believed his design was superior to Henry Ford's design for gasoline-powered cars. Gasoline won out, however, for several reasons. Batteries were heavy. They could power cars for only short distances. They took a long time to recharge.
- 5 These same battery-technology issues plague the auto industry today. Batteries still weigh far more than gasoline, in proportion to the amount of energy they provide. Even lithium-ion batteries are heavy when large enough to power a car. Drivers still have questions about range: For

example, how far can a car travel on a single charge? At present, not nearly as far as on a tank of gasoline. Furthermore, we have thousands of conveniently located gas stations but no similar network of charging stations. Even if such a network existed, recharging a lithium-ion battery can take up to eight hours using a standard electrical outlet. Scientists continue to test methods that will increase charging speeds and to design batteries that produce more power for their weight. They are testing several promising approaches.

- 6 If scientists can solve or merely decrease the problems associated with batteries, a world of possibilities will open up. For example, just as the difference between a D-size battery and a button-sized battery changes the size and design of devices that use batteries, the switch from gasoline tanks to batteries will change car design. Consumer electronics, too, will continue to shrink. Our lives will improve in ways that transcend convenience: Implanted medical devices that now require large external battery packs will house their own tiny power sources. And yet some things will remain the same. One writer maintains, “The functionality and user interface of a portable media player or cell phone would probably amaze or baffle Alessandro Volta, though he would likely have little trouble grasping the basic design principles of its battery.” Scientists may improve anodes, cathodes, and electrolytes, but they are still what make a battery a battery.

26. **Read this sentence from the essay.**
The same chemical principles govern all batteries.

Which pattern is used in the sentence?

- A subject – verb
- B subject – action verb – direct object
- C subject – action verb – indirect object – direct object
- D subject – action verb – direct object – object complement

27. Read this excerpt from the essay.

Batteries were heavy. They could power cars for only short distances. They took a long time to recharge.

Which sentence best combines the three sentences?

- A** Batteries were heavy, could power cars for only short distances, and took a long time to recharge.
- B** Batteries were heavy, they could power cars for only short distances, took a long time to recharge.
- C** Batteries were heavy, and could power cars for only short distances, they took a long time to recharge.
- D** Batteries were heavy, and they could power cars for only short distances, and took a long time to recharge.

28. Read this sentence from the essay.

Smaller batteries, known as lithium-ion batteries employ cathodes of lithium, an extremely light (but very expensive) metal.

Which revision shows correct comma usage?

- A** Smaller batteries known as lithium-ion batteries, employ cathodes of lithium, an extremely light (but very expensive) metal.
- B** Smaller, batteries known as lithium-ion, batteries employ cathodes of lithium, an extremely light (but very expensive) metal.
- C** Smaller batteries, known as lithium-ion batteries, employ cathodes of lithium, an extremely light (but very expensive) metal.
- D** Smaller batteries, known as, lithium-ion batteries, employ cathodes of lithium, an extremely light (but very expensive) metal.

29. Which Web site would be the best choice for further information about Alessandro Volta's role in developing battery technology?

- A** www.coolinventors.com
- B** www.batterymuseum.org
- C** www.newtechinventions.net
- D** www.batterypoweredcars.gov

30. Read this excerpt from the essay.

And yet some things will remain the same. One writer maintains, "The functionality and user interface of a portable media player or cell phone would probably amaze or baffle Alessandro Volta, though he would likely have little trouble grasping the design principles of its battery."

Which information should be included in the excerpt above?

- A** the titles of several works by the writer whose words are quoted
- B** the author of the source and page number on which the quoted material appears
- C** the publishing house that issued the quoted material and the year of publication
- D** the name of the writer whose words are quoted

31. Which graphic would be most appropriate to illustrate information in the essay?

- A** a diagram of the chemical reaction that occurs in a battery
- B** a drawing made by Alessandro Volta of the battery he invented
- C** a photograph of the battery-powered car designed by Thomas Edison
- D** a chart showing which batteries to use in common consumer electronic devices

32. Which term best describes the organizational structure of Paragraph 3 of “Battery Technology”?

- A** cause–effect
- B** problem–solution
- C** comparison–contrast
- D** chronological–sequential

33. A car company has designed a new battery-powered car. Company officials could **best** explain to the salespeople their role in the publicity campaign for the new car in a

- A** phone message.
- B** written letter.
- C** project plan.
- D** work order.

34. Which resource is a primary source for a report on how to build a successful business?

- A** a book by a famous businessperson detailing how she started her company
- B** a review of a television documentary about new businesses in an industry
- C** a newspaper article about the number of businesses created each year
- D** a government Web site listing resources available to businesspeople

35. **Read this excerpt from a newspaper article about a new production of William Shakespeare's play *Romeo and Juliet*.**

Daniel Webber plays the conflicted Mercutio, Romeo's dearest friend, with all the biting wit and depth of feeling required of this key character. However, it is Josh Cleveland who steals the scene as the villainous Tybalt, cousin to Juliet.

This excerpt is an example of a critique, not a summary because the author

- A** explains which actors are playing the various roles.
- B** describes the traits of minor characters in the play.
- C** shares opinions about the performances of various actors in key roles.
- D** tells how the characters are linked to one another and why they are important.

36. Read this description.

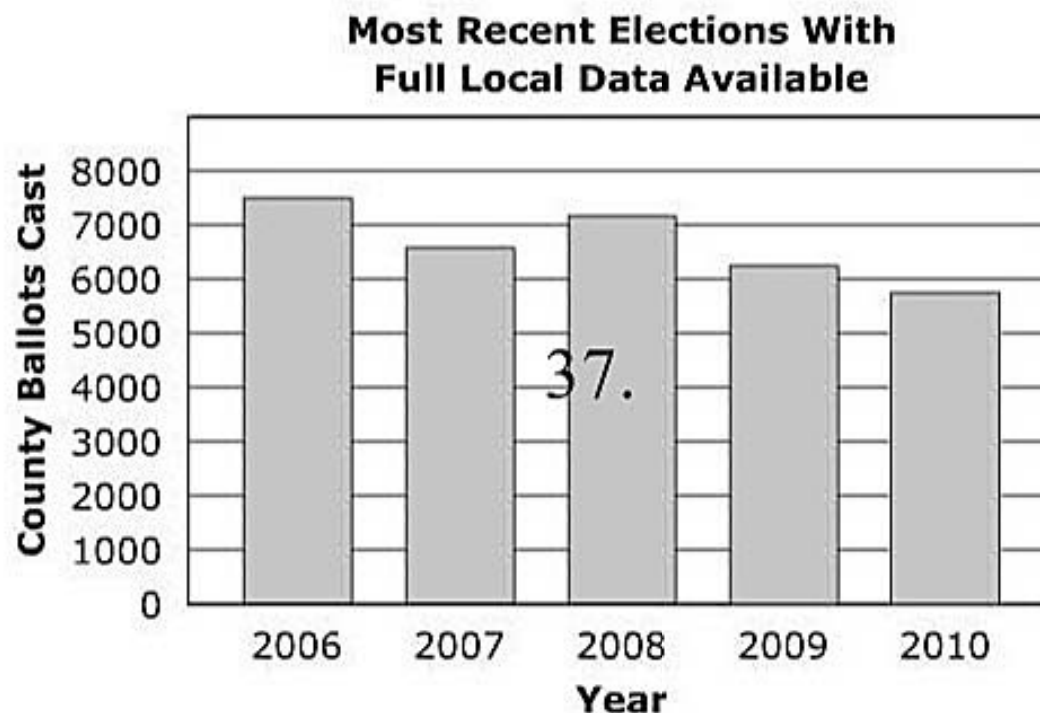
The high school's junior art class has been asked to design a float for an upcoming parade. After making a step-by-step list of what needs to be done, students write down which part of the project they feel their individual talents will best support.

Which strategy for participating productively in a team is related in the description?

- A** listening attentively to the ideas of others
- B** gaining the floor in orderly, respectful ways
- C** identifying project needs and sharing resources to meet the needs
- D** establishing group agreements and ensuring individual tasks support the team

Read this excerpt from a newspaper article.

Voter participation in local elections has been declining for many years. City and county officials are engaging in two approaches intended to reverse this trend: First, they are running ads in the local newspaper and during the local TV news shows to familiarize the public with the candidates and issues that will be appearing on the ballot. Second, they will keep polling places open for several more hours than usual on election day itself. Their goal is to increase the number of ballots cast by at least 20 percent from last year's election.



37. What does the bar graph help to clarify?

- A** the likely effects of the approaches taken by city and county officials
- B** the change in the rate of voter participation in local elections over time
- C** whether voters will notice that polling places are open longer hours on election day

Read the draft of a persuasive speech and answer questions 38 through 43.

Thumbs Down to Group Projects

School projects that require individual effort, like writing and giving a speech, encourage students to do their best work. They provide an accurate measure of each student's skills, effort, and work habits. The same cannot be said for group projects. These begin in elementary school and, from what I hear, continue in college and graduate school. Many teachers like to assign group projects, supposedly because such projects prepare students for the real world by providing experience collaborating on the job with others. More likely, these teachers prefer group projects because there is less grading involved. I give a "thumbs down" to group work for several reasons.

Rarely does everyone pull his or her own weight on group projects. More commonly, one or two people do most of the work while several other group members do little or nothing to help. The less motivated members in the group know that someone else will take responsibility for ensuring that the project is completed successfully and on time. After all, no one wants to get a failing grade, right? To add insult to injury, when teachers assign grades they usually do not distinguish among group members. The few students who ever dare to report a classmate's lack of effort are treated by other students and, sometimes, even by the teacher as poor sports.

Group members often have different work habits and learning styles, and this often causes serious conflict during group projects. The organized group member likes to do everything in a systematic way. Another member tends to procrastinate. She always gets her work done but invariably not until the night before it is due. In every group I have ever been assigned to, there has been an

assertive classmate who decides to take charge. I always wind up being—like many other students working in a group—a quiet and unappreciated “worker bee.”

Group projects can have negative consequences, even when all the group members cooperate and do their fair share of work. Unless the teacher assigns specific roles, students generally wind up contributing to the project based on the skills they already have. They do not take the opportunity to develop expertise in other areas. The best writer typically winds up in charge of any written products, while the person with the best technology skills creates the visual media presentation or Web page. This may lead to a successful project and a top grade. However, working as part of a group does not assure all students will become more proficient at new and unfamiliar skills.

For all of these reasons and others as well, teachers should stop assigning group projects. If they don’t, then many students won’t learn all they are capable of, and they won’t be prepared to work independently in the real world after all.

38. Read this sentence from the speech.

I always wind up being—like many other students working in a group—a quiet and unappreciated “worker bee.”

Which would be the most effective way for the speaker to engage the audience when delivering this sentence?

- A** speaking very slowly when delivering the entire sentence
- B** gesturing to himself or herself when delivering the first part of the sentence
- C** making eye contact across the room from left to right when delivering the middle part of the sentence
- D** lowering his or her speaking voice when delivering the last part of the sentence

39. Read this paragraph from the speech.

Group projects can have negative consequences, even when all the group members cooperate and do their fair share of work. Unless the teacher assigns specific roles, students generally wind up contributing to the project based on the skills they already have. They do not take the opportunity to develop expertise in other areas. The best writer typically winds up in charge of any written products, while the person with the best technology skills creates the visual media presentation or Web page. This may lead to a successful project and a top grade. However, working as part of a group does not assure all students will become more proficient at new and unfamiliar skills.

Which structure is used to organize ideas in the paragraph?

- A** cause–effect
- B** problem–solution
- C** theme–illustration

40. Read the first paragraph of the speech.

School projects that require individual effort, like writing and giving a speech, encourage students to do their best work. They provide an accurate measure of each student's skills, effort, and work habits. The same cannot be said for group projects. These begin in elementary school and, from what I hear, continue in college and graduate school. Many teachers like to assign group projects, supposedly because such projects prepare students for the real world by providing experience collaborating on the job with others. More likely, these teachers prefer group projects because there is less grading involved. I give a "thumbs down" to group work for several reasons.

Which sentence, if added to the end of the paragraph, would best summarize the objections to group projects offered in later paragraphs?

- A** Students do not like to fail, to be blamed for the poor work habits of others, or to have to do all of the work on a group project.
- B** Not all group members are equally motivated, equally organized, or equally talented when it comes to completing group projects.
- C** Group members rarely share the workload, often have different work styles, and tend to serve in the same role for every project.
- D** Students are usually assigned to a group, receive the same grade as other group members regardless of their contribution, and wind up learning very little.

41. Read this paragraph from the speech.

Rarely does everyone pull his or her own weight on group projects. More commonly, one or two people do most of the work while several other group members do little or nothing to help. The less motivated members in the group know that someone else will take responsibility for ensuring that the project is completed successfully and on time. After all, no one wants to get a failing grade, right? To add insult to injury, when teachers assign grades they usually do not distinguish among group members. The few students who ever dare to report a classmate's lack of effort are treated by other students and, sometimes, even by the teacher as poor sports.

Which device is used in the paragraph?

- A** hyperbole
- B** rhetorical question
- C** metaphor
- D** parallelism and repetition

42. Read the last paragraph of the speech.

For all of these reasons and others as well, teachers should stop assigning group projects. If they don't, then many students won't learn all they are capable of, and they won't be prepared to work independently in the real world after all.

Which logical fallacy is used in the paragraph?

- A** *non sequitur*
- B** slippery slope
- C** false authority
- D** *ad hominem*

43. Read this paragraph from the speech.

Group projects can have negative consequences, even when all the group members cooperate and do their fair share of work. Unless the teacher assigns specific roles, students generally wind up contributing to the project based on the skills they already have. They do not take the opportunity to develop expertise in other areas. The best writer typically winds up in charge of any written products, while the person with the best technology skills creates the visual media presentation or Web page. This may lead to a successful project and a top grade. However, working as part of a group does not assure all students will become more proficient at new and unfamiliar skills.

Which revision would transform the paragraph to show inductive reasoning?

- A** Move the last sentence to the beginning of the paragraph.
- B** Remove the first sentence of the paragraph.
- C** Give more specific details in the paragraph.

Read the letter to the editor and answer questions 44 through 49.

The Miller Street Crosswalk

October 17

To: Todd Wilson, editor in chief of the Clarksville Daily News

Mr. Wilson,

I am writing this letter to urge the city to repair the Miller Street crosswalk. Miller Street is one of the busiest streets in downtown Clarksville at all times of the day and night. Foot traffic through the downtown area is at an all-time high since the revitalization efforts to our downtown area have been so successful. Our beautiful downtown is home to our favorite restaurants, shops, and theaters. Early birds flock to the Daily Bread Bakery each morning for bagels, donuts, and coffee from 5 a.m. until noon. Live performances such as concerts and plays pack the area with pedestrians nightly from 6 p.m. until midnight. The large hotels are open throughout the year; many patrons choose to walk rather than drive when staying at the hotels. The city gains a large portion of its income from tourists who frequent the area. Sadly, the Miller Street crosswalk has become more of a danger than a help.

Last Saturday, my grandmother and I were enjoying an afternoon of shopping after eating lunch at Rihn's. I could not believe how many potholes have developed in the crosswalk! I saw mothers pushing their babies and young children in strollers, struggling to navigate the crosswalk while trying to avoid the craters. The mother had to lift the stroller up out of the crevice while

managing to hold onto her squirmy three-year-old child. As you know, there is a limited amount of time to cross, and traffic could have begun to come her way if a heroic pedestrian had not stopped to render aid. My grandmother remarked about how dangerous the crosswalk is now; she experienced difficulty walking on the uneven surface. This obstacle course is even worse after a rainstorm! Holes are camouflaged by the water, which can easily lead to sprained ankles or worse! A slippery surface on the unlevel ground is a recipe for disaster. I can only imagine how difficult it must be to maneuver the crosswalk in a wheelchair or using other adaptive equipment.

I am asking the city to please make an effort to protect the citizens of our great city! We all need to stand together to accomplish this task! The Miller Street crosswalk allows pedestrians time to cross without fear of oncoming traffic, but it no longer protects them from injury. The crosswalk needs to be repaired before someone is hurt.

Sincerely,

Ferguson G. Turon

44. Read this excerpt from the letter.

(1) I could not believe how many potholes have developed in the crosswalk! **(2)** I saw mothers pushing their babies and young children in strollers, struggling to navigate the crosswalk while trying to avoid the craters. **(3)** The mother had to lift the stroller up out of the crevice while managing to hold onto her squirmy three-year-old child. **(4)** As you know, there is a limited amount of time to cross, and traffic could have begun to come her way if a heroic pedestrian had not stopped to render aid.

After which sentence should the writer add this sentence to the letter?

In one instance, I watched as a stroller's front wheel caught in one of the potholes!

- A** Sentence 1
- B** Sentence 2
- C** Sentence 3
- D** Sentence 4

45. Read this excerpt from the letter.

(1) My grandmother remarked about how dangerous the crosswalk is now; she experienced difficulty walking on the uneven surface. **(2)** This obstacle course is even worse after a rainstorm!

Which word would provide the most appropriate transition if added before Sentence 2?

- A** Similarly,
- B** Therefore,
- C** Consequently,
- D** Furthermore,

46. Read this sentence from the letter.

I can only imagine how difficult it must be to maneuver the crosswalk in a wheelchair or using other adaptive equipment.

The sentence implies that

- A** too many people use the crosswalk on a regular basis.
- B** the crosswalk was not constructed following a traditional design.
- C** the crosswalk is especially challenging for individuals with disabilities.
- D** there are problems with the crosswalk that have not yet been discovered.

47. Read the last paragraph of the letter.

I am asking the city to please make an effort to protect the citizens of our great city! We all need to stand together to accomplish this task! The Miller Street crosswalk allows pedestrians time to cross without fear of oncoming traffic, but it no longer protects them from injury. The crosswalk needs to be repaired before someone is hurt.

Which persuasive device is used in the paragraph?

- A** transfer
- B** bandwagon
- C** name-calling
- D** loaded words

48. Which option states the strongest argument for repairing the Miller Street crosswalk?

- A** The crosswalk is too dangerous for pedestrians.
- B** The crosswalk repair is likely to increase tourism.
- C** The crosswalk is difficult for children to cross without an adult.
- D** The crosswalk is an eyesore in an otherwise beautiful downtown.

49. Which rebuttal statement best refutes the writer's viewpoint?

- A** A new skywalk might better suit the needs of pedestrians crossing Miller Street.
- B** The Miller Street crosswalk should be repaired immediately so that pedestrians will not be injured.
- C** The Miller Street crosswalk only needs minor repairs, and those repairs are not a pressing matter.
- D** Building a new skywalk instead of repairing the crosswalk would be a waste of taxpayer money.

50. Read the sentence.

The doctor prescribed a new medication she said it had just been approved for use.

What is the correct way to write the underlined section to avoid the run-on sentence?

- A** medication, because she said
- B** medication. She said
- C** medication. However she said
- D** medication, she said

51. Which sentence shows correct comma usage?

- A** We went back to the theater on Tuesday, because, Harry wanted to see the movie again.
- B** Angie, who enjoyed the meal, asked if she could take some leftovers home from the picnic.
- C** The piano, which, usually sounded so good seemed to be a little out of tune during my lesson.
- D** City council meetings, are open to the public, who are invited to comment on issues of concern.

52. Read this paragraph.

(1) I am looking forward to the upcoming Leonardo da Vinci exhibit at the art museum. **(2)** The exhibit will feature high-quality copies of Leonardo's sketchbooks and models of his inventions. **(3)** The advertisement in the newspaper states that the materials used in the models are as close to those of Leonardo's fifteenth-century Italy as possible. **(4)** Da Vinci was born just outside Florence, Italy, in 1452, but he moved to France in the early 1500s. **(5)** At the exhibit, museum visitors will be able to interact with da Vinci's machines, most of which were never built during his lifetime, and develop a sense of how the artist imagined they would work.

Which sentence in the paragraph is irrelevant and should be deleted?

- A** Sentence 1
- B** Sentence 2
- C** Sentence 4
- D** Sentence 5

53. Which argument is an example of deductive reasoning?

- A** Even though our soccer coach dislikes canceling practice, she will probably cancel today's practice if the weather is as bad as predicted.
- B** Some students who take Ms. Lawler's math classes go on to major in math in college and work in math-related careers. Therefore, Ms. Lawler must be a true inspiration to her students.
- C** Scientists have discovered a seemingly new species of rodent. The rodent has many features in common with another species of mouse, however, so it is probably actually a member of that species.
- D** Scott must have planned the going-away party for Janelle, because she did not know she was leaving until last week, and Scott is the only person Janelle knows who can put together such a big event on short notice.

54. Read this paragraph.

Neuroscientists, or researchers who investigate the brain, are making discoveries that are at last enabling us to understand this most complicated organ of the body. In recent years, brain researchers have uncovered all kinds of new information about how we form memories, make decisions, experience emotions, and even process basic information about the world. The more these scientists understand about the brain, the better they become at asking informed research questions, which in turn lead to the discovery of more accurate answers.

What is the implied main idea of this paragraph?

- A** Neuroscientists are worthy of respect for their dedication to studying the brain.
- B** Scientists who specialize in studying the brain are likely to continue making breakthroughs.
- C** The brain is the most complicated organ of the body, but we are finally beginning to understand how it works.
- D** Experiencing emotions, forming memories, and making decisions are all important tasks performed by the brain.

Read the poem and answer questions 55 through 61.

The Green Gardener

- 1 She stares at the paradise across the street
fresh buds bursting through soil, pretty shrubs, lush
trailing vines alive and teeming, fragrant, sweet.
Her own dusty garden, an empty hush.
- 5 She tried once or twice to find the right light,
enough shade; dirt sticking to her damp, hot
brow as she raked the soil clumsily, quite
squeamish as the worms wriggled in the plot.
The feeble vegetation that struggled out
- 10 of the dirt she'd worked, bitten and wilted
left her uninspired, tired, filled with doubt.
Like an abandoned bride, stunned, and jilted.
Unwilling, unable to create her own,
she yearns for the gardens others have sown.

55. "The Green Gardener" is an example of which form of poetry?

- A ballad
- B epic
- C lyric
- D sonnet

Read the poem and answer questions 55 through 61.

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Unwilling, unable to create her own,
she yearns for the gardens others have sown.

56. Read this line from the poem.
left her uninspired, tired, filled with
doubt.

Which metric device is used in the line?

- A alliteration
- B internal rhyme
- C onomatopoeia
- D slant rhyme

Read the poem and answer questions 55 through 61.

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57. The title of this poem contains an example of

- A hyperbole.
- B an idiom.
- C personification.
- D a pun.

Read the poem and answer questions 55 through 61.

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Like an abandoned bride, stunned, and jilted.
Unwilling, unable to create her own,
she yearns for the gardens others have sown.

58. What does her neighbor's garden symbolize to the woman in the poem?

- A achievement
- B encouragement
- C experience
- D diversity

Read the poem and answer questions 55 through 61.

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left her uninspired, tired, filled with doubt.
Like an abandoned bride, stunned, and jilted.
Unwilling, unable to create her own,
she yearns for the gardens others have sown.

59. Read these closing lines from the poem.

Like an abandoned bride, stunned, and
jilted.
Unwilling, unable to create her own,
she yearns for the gardens others have
sown.

Which word **best** describes the tone
at the end of the poem?

- A defensive
- B jealous
- C scolding
- D wistful

Read the poem and answer questions 55 through 61.

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left her uninspired, tired, filled with doubt.
Like an abandoned bride, stunned, and jilted.
Unwilling, unable to create her own,
she yearns for the gardens others have sown.

60. Read these lines from the poem.

She stares at the paradise across the
street
fresh buds bursting through soil, pretty
shrubs, lush
trailing vines alive and teeming,
fragrant, sweet.

Which word **best** replaces "pretty"
in the second line to strengthen the
description?

- A lovely
- B odorous
- C vibrant
- D wild

Read the poem and answer questions 55 through 61.

The Green Gardener

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Her own dusty garden, an empty hush.
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Unwilling, unable to create her own,
she yearns for the gardens others have sown.

61. **Why is a poem a more appropriate medium to express the author's message than a short story?**

- A** Because it is short, the poem delivers its message about life concisely, whereas a short story must develop setting, plot, and character.
- B** Because the poem rhymes, the message is delivered in a fun and lighthearted manner, whereas a short story is a more serious medium.
- C** This poem has only one character, whereas short stories contain interaction between multiple characters.
- D** Short stories require a conflict, whereas this poem does not have a conflict.

62. Which sentence shows correct subject–verb agreement?

- A That cherry pie, when compared to the other contest entries, taste the best.
- B A map that shows the way to many tourist attractions are available at the visitors' center.
- C The review session, during which the teacher went over several math problems, were extremely helpful.
- D The actors in the most recent play put on by the community theater have performed in many local shows.

63. Which sentence punctuates the quotation correctly?

- A** Grandpa sighed, "When I was young, I went to camp every summer".
- B** "Did anyone locate the missing box of books" my mother asked?
- C** "I know," she admitted, "who took the last slice of cake."
- D** "The riverbed is almost dry", the ecologist claimed.

64. Look at this photo.



This photo will be used on a Web site about architecture. What element calls attention to the building?

- A** lighting
- B** background
- C** camera angle
- D** subject placement

65. Look at this illustration.



Which word **best** describes the mood of the illustration?

- A lazy
- B serene
- C anxious
- D bewildered

**EOC English II Form 1
Answer Key**

Item Number	Correct Answer
1	B
2	A
3	C
4	C
5	D
6	C
7	C
8	B
9	D
10	B
11	B
12	A
13	C
14	D
15	D
16	A
17	D
18	C
19	B
20	D
21	A
22	C

Item Number	Correct Answer
23	C
24	C
25	C
26	B
27	A
28	C
29	B
30	B
31	A
32	C
33	C
34	A
35	C
36	C
37	B
38	C
39	D
40	C
41	B
42	B
43	B
44	B

Item Number	Correct Answer
45	D
46	C
47	B
48	A
49	C
50	B
51	B
52	C
53	D
54	B
55	D
56	B
57	D
58	A
59	D
60	C
61	A
62	D
63	C
64	A
65	B

Reporting Categories

Below you will find that each item has been linked to its corresponding Reporting Category. These five Reporting Categories will be used to report scores from the actual test.

You can find the Reporting Categories and their Performance Indicators grouped together in the Tennessee End of Course Item Sampler for English II located on the Tennessee Department of Education Web site at http://tennessee.gov/education/assessment/sec_samplers.shtml.

Item	Reporting Category
1	2 – Writing and Research
2	6 – Literature
3	6 – Literature
4	4 – Logic
5	6 – Literature
6	6 – Literature
7	6 – Literature
8	2 – Writing and Research
9	1 – Language
10	1 – Language
11	1 – Language
12	2 – Writing and Research
13	2 – Writing and Research
14	2 – Writing and Research
15	1 – Language
16	1 – Language
17	2 – Writing and Research
18	4 – Logic
19	3 – Communication and Media
20	2 – Writing and Research
21	2 – Writing and Research
22	4 – Logic

Item	Reporting Category
23	6 – Literature
24	6 – Literature
25	3 – Communication and Media
26	1 – Language
27	1 – Language
28	1 – Language
29	2 – Writing and Research
30	2 – Writing and Research
31	5 – Informational Text
32	5 – Informational Text
33	2 – Writing and Research
34	2 – Writing and Research
35	3 – Communication and Media
36	3 – Communication and Media
37	5 – Informational Text
38	3 – Communication and Media
39	3 – Communication and Media
40	3 – Communication and Media
41	3 – Communication and Media
42	4 – Logic
43	4 – Logic
44	2 – Writing and Research
45	2 – Writing and Research
46	4 – Logic
47	4 – Logic
48	4 – Logic
49	4 – Logic
50	1 – Language
51	1 – Language
52	2 – Writing and Research
53	4 – Logic

Item	Reporting Category
54	5 – Informational Text
55	6 – Literature
56	6 – Literature
57	6 – Literature
58	6 – Literature
59	6 – Literature
60	2 – Writing and Research
61	3 – Communication and Media
62	1 – Language
63	1 – Language
64	3 – Communication and Media
65	3 – Communication and Media